

## COMPETENCY MODEL FOR OCCUPATIONAL HEALTH NURSE (2314)

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **OCCUPATIONAL HEALTH NURSE**. (Numbers refers to the order of the competencies in the Competency Bank.)

- 8. Safety Focus
- 12. Conscientiousness
- 20. Job Knowledge
- 35. Teamwork
- 36. Emotional Maturity
- 45. Oral Communication
- 46. Listening
- 47. Written Communication

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

**8. SAFETY FOCUS** – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.

Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.

**Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

## **Safety Focus Areas**

1. Knowledge of safety regulations and practices relevant to the nursing environment, such as use of appropriate personal protection equipment (PPE), standard hand washing protocols, use of properly cleaned instruments, proper placement of warning tags and signs, and proper collection, transport and receipt of specimens sufficient to ensure standard precautions are followed according to Occupational Health and Safety Administration (OSHA) standards.
2. Knowledge of sanitary clinical practices and conditions sufficient to clean medical supplies and examining rooms and maintain a clean work area.

**12. CONSCIENTIOUSNESS** – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.

**Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.**

Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

**20. JOB KNOWLEDGE** – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

Level 1: Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.

Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.

**Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/ codes). Situations in which it is applied may vary greatly or be novel.**

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.
- Sought out as a source of information by others.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/ programs and/or give internal and/or external presentations related to work.

## **Job Knowledge Areas**

1. Knowledge of professional nursing theory, principles, and practices as it applies to occupational health in order to provide a variety of occupational medical services to candidates and/or City employees, such as post-offer physicals, medical surveillance, and workers' compensation treatment.
2. Knowledge of the roles and responsibilities of occupational nurses, including their distinguishing duties from physicians, in order to assess and properly treat City employees within the appropriate scope of practice.
3. Knowledge of the various nurse-directed tests used in occupational health services, such as vision, hearing and respiratory tests, including basic laboratory and clinical procedures sufficient to perform tests independently.
4. Knowledge of Federal, State, and local laws, regulations, and standards related to occupational health services, such as Occupational Health and Safety Administration (OSHA) regulations, National Institute for Occupational Safety and Health (NIOSH) standards, Nurse Practice Act (NPA), Equal Employment Opportunity (EEO) laws, Americans with Disabilities Act (ADA), and California Workers Compensation regulations, in order to ensure compliance when treating employees at City facilities.
5. Knowledge of the Health Insurance Portability and Accountability Act of 1996 (HIPPA) and the Privacy Act of 1974 as it relates to the maintenance of confidential medical records in order to ensure compliance when handling medical documents.
6. Knowledge of nursing practices and procedures used to assess and treat illness and injury and provide appropriate medical treatments' which include but are not limited to cleansing and dressing wounds, applying bandages, splints and slings, administering medications and providing emergency support in order to properly treat employees.
7. Knowledge of common medical instruments and devices used in a clinical setting, such as stethoscopes, sphygmomanometers, and blood glucose monitoring devices, in order to properly calibrate, handle, and store medical instruments and devices and maintain them in working condition.

**35. TEAMWORK** – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.

**Level 2:** **Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.**

Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

**36. EMOTIONAL MATURITY** – Maintains a calm and task-oriented approach to work even under circumstances of conflict or hostility.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand when interacting with unpleasant or uncooperative people, circumstances are frustrating, the workload is high, or other conditions of the work environment are less than optimal.

**Level 2: Seek effective resolution to complaints/criticisms; recognize that complaints/criticisms often are not personal, but a reflection of frustration or disagreement on the part of others.**

Level 3: Maintain neutrality and effective performance even in the face of unjustified challenge or direct criticism in a public forum.

Examples of Behavioral Indicators:

- Maintains a calm and focused demeanor.
- Continues to listen to others with whom conflict or disagreement has occurred.
- Does not display excessive emotionality: yell, shout, scream, cry, or use profanity.
- Does not “act out:” slam doors, throw things, threaten, or assault others.
- Does not engage in inappropriate acts such as telling off-color jokes, name-calling, horseplay, or bullying.

Performance Levels:

Satisfactory

Demonstrates emotional stability and mature behavior appropriate to the workplace even in circumstances of discord or duress.

Superior

Maintains businesslike demeanor and continues to attempt to address the issue at hand even when faced with personal attacks, unjustified accusations, or other inappropriate behavior from others.

**45. ORAL COMMUNICATION** – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.

**Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.**

Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

## **Oral Communication Areas**

1. Knowledge of the principles, practices, and techniques of health counseling as they relate to employee work related health care, such as providing wound and injury care instructions and proper notification about test results, in order to provide after care instructions.

**46. LISTENING** – Hears and acknowledges what others say.

Level of Competency Required by Job:

Level 1: Attentive to others speaking in interpersonal interactions.

**Level 2: Comprehend information from others one-on-one, in group settings, and from oral presentations.**

Level 3: Comprehend information provided/questions asked by others in public forums or other stressful circumstances.

Examples of Behavioral Indicators:

- Demonstrates correct understanding of issue as expressed by customer.
- Recalls details of information provided by a speaker.
- Expresses subtleties/nuances in information conveyed by others.
- “Answers the question asked.”
- Conveys correct information based on information obtained from a speaker.

Performance Levels:

Satisfactory

Comprehends the message conveyed by the speaker. Rephrases information clearly and accurately; recalls information and details, and answers questions about the information correctly.

Superior

Recalls specific terminology used by a speaker when important. Accurately understands subtleties and nuances in spoken language. Answers questions completely, demonstrating clear and complete comprehension of the questioners' full inquiry.

## 47. WRITTEN COMMUNICATION – Communicates effectively in writing.

### Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

**Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.**

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

### Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

### Performance Levels:

#### Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

#### Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.